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ABSTRACT

A preliminary analysis of parent responses to questions related to factual information about the Virginia Beach 45-15 pilot elementary school program, where students attend classes 45 days and break 15 days year round, is provided. Specifically, the information component of the Virginia Beach 45-15 Pilot Project Questionnaire, which consists of modified true-false items, is the basis of this report. The population consisted of families in four pilot schools and two comparison schools who returned the questionnaire within one month of its administration. In general, parent responses to the 45-15 questionnaire indicated that parents were well informed about the program. This report is only a presentation of raw data. (Author/BJG)

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# EXTENSIVENESS -- ACCURACY OF PARENT INFORMATION ABOUT VIRGINIA BEACH 45-15 PILOT PROGRAM

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TM 004 605

A Report Presented to
The Virginia Beach Schools
By Schlechty Associates
April 1, 1973

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This report is based on an analysis of parent responses to questions related to factual information about the Virginia Beach 45-15 pilot program. These questions were a part of a more comprehensive questionnaire administered to parents in six elementary attendance districts in Virginia Beach Public Schools. The questionnaire was designed to assess parent attitudes toward and information about the 45-15 pilot program. Only one section of the questionnaire was designed to assess parent's knowledge about the 45-15 program. It is the knowledge assessment portion of the questionnaire that provides the basis for the present report.[1]

## Characteristics of the Information Component of the Virginia Beach 45-15 Pilot Project Parent Questionnaire

The information component of the Virginia Beach 45-15 Pilot Project Parent Questionnaire consists of fifteen (15) modified true-false items. The modification consists of adding the category "uncertain" to the dichotomous true-false categories. The nature of the data sought indicated that the selected format would be the most useful means of collecting information concerning parent information about the 45-15 program. Personal interviews would have been desirable but the cost would have been prohibitive.

[1]This is a preliminary report and should not be considered "official". This report is only a presentation of raw data. What interpretation and analysis are included should be viewed by the reader as informed speculations--not scientific findings. The investigator's intent is to provide school officials with as much information as possible in as short a time as possible. It is the understanding of Schlechty Associates that the present report will not be included as a part of the official evaluation of the 45-15 pilot project. Schlechty Associates will incorporate the data presented here into a more appropriate evaluative format in a forthcoming report (due June 1973).

The greatest limitation of the true-false item is the possibility of the respondent guessing the right answer, even when he has no information. Careful construction of each item can minimize the degree to which the respondent can pick up cues which increases the odds of "guessing right" but guessing can never be completely removed. Parents responding to the Virginia Beach 45-15 Parent Questionnaire were not in a typical test situation however and parents were guaranteed anonymity of response. Thus there were few external conditions which would create a tendency for respondents to guess at an answer. Guessing was further decreased by providing an alternative by which respondents could indicate that they did not feel sufficiently confident of the answer to mark either true or false.

The "uncertain" category was included on the assumption that the addition of this category plus the anonymity of response would offset most of the difficulties guessing creates in the typical true-false situation.

Given the format of many of the public information releases issued by school officials, and given the fact that these releases serve as a basis for establishing content validity, the format used seemed the most likely to assure that the test would measure what was to be required of it. Using this format many of the questions were direct quotes from school public information releases and all the questions were very close paraphrasing from these releases.

One of the purposes of the Virginia Beach 45-15 Parent Attitude Survey is to determine the extent to which parents have inaccurate information about the 45-15 program and the extent to which they have little or no information. One of the advantages of a true-false format is that one usually gets a conservative estimate of the amount of misinformation. The fact that a respondent may guess the right answer means that wrong responses are conservative

estimates of the degree to which a population is misinformed or uninformed.

Finally, by including the category "uncertain" as a possible response it is possible to get a crude estimate of the degree to which parents feel they do not have adequate information to respond.

VALIDITY - Every effort was made to assure that the information component of the questionnaire was valid. Content validity was assured through a careful process of reviewing all public information releases from the school and drawing test items from these sources. Once the items had been constructed, they were submitted to a panel of experts who were asked to comment on each item.[2] The directions to the panel were general but it was specifically understood that the investigators' primary concern was with validity. With one exception, all the members of the panel were knowledgeable about test construction. Using the panel outside measures of validity were established, although the nature of the survey and the 45-15 pilot project made it impossible to follow a rigid format for the use of expert panels. As a final check of validity, after the test items had been determined, 129 teachers in the four pilot schools were asked to respond to each item and to make comments concerning clarity, ambiguity, and comprehensibility.

RELIABILITY - The reliability estimate for the information component of the Virginia Beach 45-15 Pilot Project Parent Questionnaire was derived through an application of the Kuder-Richardson Formula 20. The basic Kuder-Richardson formula (K-R-20) is:

[2]Two of the panel members were knowledgeable about year-round school in general and the Virginia Beach project in particular. Two of the panel members were generally knowledgeable about year round school although they had no prior knowledge of the Virginia Beach project. One of the panel members, though expert in test construction, was not knowledgeable about either year round school or the Virginia Beach 45-15 pilot project.

$$R_{EE} = \left(\frac{N}{N-1}\right)\left(\frac{\sigma^2 - Npq + N\sigma^2 p}{\sigma_t^2}\right)$$

WHERE:[3] N = Number of items in test
p = proportion of correct responses to each item in turn (or proportion of examinees responding in the keyed manner)
q = 1-p

The K-R 20 is a notably conservative formula for estimating reliability, i.e., under most conditions the K-R 20 will yield a reliability coefficient that represents an underestimation. In addition, reliability estimates tend to go down when the number of test items decreases. Short tests are recognized to be difficult to construct in a manner that will demonstrate reliability. The facts that the K-R 20 formula is conservative and the information component of the questionnaire is a very short test would suggest that one could expect and accept a relatively low reliability coefficient. In constructing this instrument the investigator was willing to accept a reliability coefficient of 0.6 as being adequate and permitting considerable confidence. The actual reliability coefficient established for the test ranged from .7163 to .7946 for six different sub-populations.[4]

This estimate of reliability along with careful attention to validity suggests that one may safely place considerable confidence in the results of the information component of the Virginia Beach 45-15 Pilot Project Parent Questionnaire.

[3]Taken from J.P. Guilford, Psychometric Methods, McGraw-Hill Book Co., New York, 1954, p. 380.

[4]See Table I for a detailed presentation.

## Characteristics of the Population

The population whose responses provide the basis for this report consists of all those parents who had responded to the Virginia Beach 45-15 Pilot Project Parent Questionnaire by March 2, 1973. On February 27, 1973, all the families in the four pilot schools (Holland, Windsor Woods, Windsor Oaks, and Plaza Elementary Schools) and 203 families from two comparison schools (Lynnhaven and Brookwood Elementary Schools) received the Virginia Beach 45-15 Pilot Project Parent Questionnaire.[5]

Due to the request of school officials that the questionnaire not be administered until around March 1, 1973, and the further request that an interim report concerning parent information about the program be submitted by April 1, 1973, it is impossible to include in this report all the detail that might have been possible with a less constraining time schedule. In order to satisfy the requirements of school officials it has been necessary to exclude from the population subject to this report all those parents who completed and returned the questionnaire later than Friday, March 2, 1973.

Actually these limitations are probably less important than it would appear for the rate of response during the first week was exceedingly high. Furthermore, the data presented here will be analyzed in more detail in a subsequent report.[6] Finally while all the responses from all the parents could not be included in this report (the actual cutoff date for including

[5]Details concerning sampling procedures, questionnaire administration, and overall design will be presented in a forthcoming report. The present report is limited in scope and intended basically as a working document to give assistance to those officials in the Virginia Beach School System who must make immediate policy decisions. It has been understood both by Schlechty Associates and Virginia Beach school officials that the present report would not be as analytically rigorous or methodologically sophisticated as will later presentations.

[6]This subsequent report is due June 15, 1973.

responses ran through March 9, 1973), a superficial analysis of the responses of those parents who completed the questionnaires between March 3 and March 9 (less than 10% of the total respondents and less than 10% of all the parents included in the survey) indicates no significant difference from the population that constitutes the basis for this report.

More specifically, by Friday, March 2, 1973, over 90% of all those parents who received a questionnaire and were a part of this study had returned the questionnaire. There was some variation from school to school (the lowest return rate being 75% and the highest being 96%) but overall the rate of return was amazingly high. Even in the comparison schools, the rate of return was unusually high (76% in Lynnhaven and 92% in Brookwood).[7]

A total of 1,957 parents completed the questionnaire or major portions thereof. Twenty-two parents returned blank questionnaires. Five of these blank questionnaires were from the two comparison schools.

It is the investigator's judgement that for the purposes for which the present report was intended one can have considerable confidence that the findings are representative of the parent population in the six attendance districts. Although one might prefer more time to make a more detailed analysis before making such a statement, the evidence seems so compelling that the risk of error is minimal.[8]

[7]Because the rate of return was so rapid and so high some discussion and analysis of this phenomena seems appropriate and it is the investigator's intention to give the subject attention in the June report.

[8]The investigator feels obliged to make a personal comment at this point. One of the problems the social scientist has when undertaking research for policy-makers is that the policy-maker often has the need for conclusions before the social scientist is willing to present them. It is hoped that the present report meets the needs of policy-makers. It is also to be hoped that the scientific analysis presented in June will not contradict what is reported here.

## Descriptive Statistics

Table I contains the results of a variety of statistical treatments to which the data generated by the information portion of the Virginia Beach 45-15 Pilot Project Questionnaire were submitted. Much of this information is presented as items of general information and the details will not be discussed here. There are, however, a number of items which appear in this table that are worth some brief comment.

As the reader probably noted in the previous section on population characteristics, the investigator refrained from making elaborate claims concerning the population, partly due to scholarly precaution and partly because the N is so large -- particularly in the four pilot schools, that it is difficult to imagine how the purposes of this report could be compromised by a criticism of nonrepresentativeness in the sample. Though more will be said about the subject in the June report, the fact is that if the investigator had to base even that report on the sample used here he would be willing to assert that there is little likelihood of sample bias. And the returns of questionnaires during the second week were sufficiently impressive that the June report will be even less subject to sampling criticisms than is the present one.

In a previous section comment was made upon reliability estimates. Table I presents a detailed breakdown of reliability estimates for six separate populations.

But more important than these technical details is what the differences in the mean test scores between and among schools seem to suggest. There is a wide variance between the mean of the comparison schools and the four pilot schools -- in some cases this variance being almost a whole standard deviation. In addition, the variance within each group differs considerably and these

differences suggest that there is more consistency of information within the pilot school population than within the control school population.

The fact that the pilot school population seems consistently to have more information and more accurate information concerning the 45-15 pilot program than do the comparison schools is confirmed by the distributions of scores within schools (See Tables II,III,IV,V,VI,VII).

What these basic statistics seem to indicate is that those parents in the pilot schools typically are more informed about the 45-15 program than are the parents in the comparison schools. In part the increase in information is probably due to the fact that the parents in the pilot schools are more immediately involved in the 45-15 program than are the parents in the comparison schools. Indeed their immediate involvement would lead them to have more accurate information about certain aspects of the program simply by virtue of "being there." For example, one would expect that parents in the pilot schools would be in a better position to repond to a statement like: "Parents have been notified of the specific attendance groups to which their children will be assigned."

There are, in addition, some interesting variations between and among the pilot schools. The investigator believes that it would be useful to consider these differences. The comparison schools provide only baseline data for a long run evaluation of the effect of an operational program and can in no way be conceived as a control group for purposes of comparing differential impacts of an immediate information program. From a policy point of view it would seem to be immediately more important to assess the degree to which parents involved in the program have accurate information than how much more or less accurate the information these parents have is when compared to some less involved group.

| | Brookwood | Lynnhaven | Windsor Wood | Plaza | Holland | Windsor Oaks |
|---|---|---|---|---|---|---|
| Number of Respondents | 91 | 76 | 437 | 399 | 459 | 496 |
| Mean | 7.1648 | 8.092 | 10.3524 | 10.1492 | 9.6296 | 10.2722 |
| Reliability Coefficient | .7946 | .7797 | .7503 | .7625 | .7401 | .7163 |
| Standard Error of Measure | 1.6164 | 1.6082 | 1.4972 | 1.4845 | 1.5524 | 1.5108 |
| Standard Deviation | 3.5661 | 3.4261 | 2.9961 | 3.0460 | 3.0452 | 2.8360 |
| Variance | 12.7190 | 11.7381 | 8.9764 | 9.2785 | 9.2730 | 8.0450 |

TABLE I -- Descriptive Statistics

| Score | Percentile |
|---|---|
| 0 | .05 |
| 1 | .08 |
| 2 | .14 |
| 3 | .18 |
| 4 | .23 |
| 5 | .30 |
| 6 | .42 |
| 7 | .52 |
| 8 | .59 |
| 9 | .66 |
| 10 | .81 |
| 11 | .89 |
| 12 | .97 |
| 13 | 1.00 |
| 14 | |
| 15 | |

TABLE II --
Distribution of
Scores
for Brookwood.

| Score | Percentile |
|---|---|
| 0 | .03 |
| 1 | .04 |
| 2 | .08 |
| 3 | .09 |
| 4 | .13 |
| 5 | .26 |
| 6 | .32 |
| 7 | .39 |
| 8 | .50 |
| 9 | .63 |
| 10 | .74 |
| 11 | .82 |
| 12 | .93 |
| 13 | .96 |
| 14 | .99 |
| 15 | 1.00 |

TABLE III --
Distribution of
Scores for Lynnhaven

| Score | Percentile |
|---|---|
| 0 | .00 |
| 1 | .01 |
| 2 | .02 |
| 3 | .03 |
| 4 | .05 |
| 5 | .09 |
| 6 | .17 |
| 7 | .24 |
| 8 | .35 |
| 9 | .46 |
| 10 | .56 |
| 11 | .68 |
| 12 | .80 |
| 13 | .91 |
| 14 | .98 |
| 15 | 1.00 |

TABLE IV --

Distribution of
Scores for Holland

| Score | Percentile |
|---|---|
| 0 | .01 |
| 1 | .01 |
| 2 | .02 |
| 3 | .03 |
| 4 | .06 |
| 5 | .08 |
| 6 | .13 |
| 7 | .19 |
| 8 | .28 |
| 9 | .38 |
| 10 | .46 |
| 11 | .60 |
| 12 | .74 |
| 13 | .89 |
| 14 | .98 |
| 15 | 1.00 |

TABLE V -- Distribution of Scores for Plaza

| Score | Percentile |
|---|---|
| 0 | .01 |
| 1 | .01 |
| 2 | .03 |
| 3 | .03 |
| 4 | .04 |
| 5 | .07 |
| 6 | .11 |
| 7 | .16 |
| 8 | .24 |
| 9 | .35 |
| 10 | .44 |
| 11 | .5[illegible] |
| 12 | .71 |
| 13 | .88 |
| 14 | .98 |
| 15 | 1.00 |

TABLE VI --

Distribution of Scores for Windsor Woods

| Score | Percentile |
|---|---|
| 0 | .00 |
| 1 | .01 |
| 2 | .01 |
| 3 | .02 |
| 4 | .04 |
| 5 | .06 |
| 6 | .11 |
| 7 | .16 |
| 8 | .25 |
| 9 | .35 |
| 10 | .44 |
| 11 | .60 |
| 12 | .79 |
| 13 | .90 |
| 14 | .97 |
| 15 | 1.00 |

TABLE VII -- Distribution of Scores for Windsor Oaks

## Detailed Analysis

Tables VIII through XXII present a detailed breakdown of parental responses to the information component of the questionnaire. In addition to breaking the details down by school, the data have also been treated in terms of another variable, i.e., the expressed attitude of the respondent toward the 45-15 pilot program. These attitudes could be characterized as positive, negative, or uncertain. In the comparison schools approximately 46.4% of the total population indicated they were negative toward the 45-15 program, 21.1% indicated they were positive toward the program, and 32.5% indicated they were undecided toward the program. On the other hand, in the pilot schools the stated attitudes of parents are considerably different. Thirty-one and four tenths percent (31.4%) indicate that they are positive toward the program. 35.7% indicate they are undecided, and 32.9% indicate they are negative toward the 45-15 program.[9]

In discussing differences between and among schools the investigator has avoided discussing statistical significance. The reason discussions of statistical significance are avoided in the present report are two fold:

[9]These percentage breakdowns are close approximations of parental expressions of attitudes as indicated by all respondents, but the reader is cautioned that these figures are based on partial returns and have been analyzed only superficially. The investigator is not prepared to say anything at this time about parent attitudes toward the 45-15 pilot project. The only reason this variable is treated at all in the present report is that social science researchers agree that the accuracy of information one holds is often shaped by ones attitude toward the subject of information. Though it may not be conventional "PR wisdom" to say so, it is the investigator's belief that information alone will not change negative attitudes. It is more likely that those with negative attitudes will distort information in ways that satisfies their definition of reality.

The investigator is not as prone to be concerned about inaccurate information or lack of information when inaccuracy appears to be systematically a function of negative attitude. On the other hand, when individuals who are positive or undecided about a program are uninformed or misinformed it may be that some form of public information program would be helpful.

First, the incomplete nature of the questionnaire return, while practically unimportant, creates a condition which necessarily violates some of the assumptions upon which probability statistics are based. Therefore, any discussion of statistical significance using the present data in its present form would need to be considered with extreme caution. Second, the differences observed between and among schools may be, for policy purposes, very significant although they may not appear to be statistically significant. Or the observed differences may be statistically quite significant but for all practical purposes of no significance whatsoever. Those who must make policy concerning public information must ultimately decide whether the differences reported here create the need for action and no amount of statistical manipulation will make that decision any less subjective.

Question 1 (Table VIII) - Variations between the four schools in response to this question seem relatively insignificant. Almost three quarters of the parents indicate understanding that the 45-15 program will increase enrollment capacity. Much of the misinformation concerning enrollment capacity seems to be among those parents whose attitude toward the 45-15 program is negative. One point that might be worth considering, for some reason, the parents in Holland Elementary School who are negative or uncertain about the 45-15 program also seem to be more misinformed or uninformed about the effect of the program on school capacity than are other parents.

Question 2 (Table IX) - For reasons that are self evident, there is considerable uniformity in the parents' understanding of information relating to selection of attendance pattern. And once again parents indicate

a uniformly high degree of accurate information although those who are undecided in their attitude toward the 45-15 program evidenced slightly more uncertainty in regard to the question. It might be worth considering the fact that a larger proportion of those who expressed negative attitudes toward the program had accurate information than did those who expressed positive attitudes toward the 45-15 program.

Question 3 (Table X) - The degree of accurate information regarding this question is uniformly and understandably high. Accurate information regarding this question seems generally available in the comparison schools as well as in the pilot schools.

Question 4 (Table XI) - The results of parent responses to the question of whether or not the pilot schools will have air conditioning seem to point to the fact that air conditioning is an issue of considerable concern to all parents. Apparently, there is something systematic occurring in regard to the air conditioning situation in Holland Elementary School for the pattern of parent response at Holland is quite different from the pattern at Plaza or Windsor Woods. The pattern at Windsor Oaks tends to lean toward the pattern at Holland.

There seems to be considerable apprehension concerning air conditioning in the pilot schools. The pattern of response could indicate that parents simply do not have information about air conditioning, but the investigator has coincidentally picked up some data that suggests that the problem does not lie in the area of public information. From responses by teachers in some of the schools and from a significant number of free responses on the parent questionnaire, there seems to be a strong likelihood that many parents fear that the air conditioning provided will be inadequate or will not work.

A number of parents took the time to write notes on the questionnaire indicating that, while they were generally positive toward the idea of 45-15 they would not tolerate their children being in hot classrooms. Apparently, some of these parents have had some negative experiences with air conditioning facilities in Virginia Beach Elementary Schools. At least these parents -- and some teachers -- seem to feel that past experience has been less than satisfactory and many are apprehensive concerning future experience.

It is not the task of Schlechty Associates to advise school officials on details of the implementation of the 45-15 program, but it would be negligent in the light of the data to fail to suggest that there is a possibility that an inadequate treatment of the air conditioning could seriously effect parent acceptance of the idea of year round school. Clearly, the situation must be handled appropriately at the technical level but in the case of any minor technical breakdown school officials would be well advised to give considerable attention to public information in order to offset distortions of fact and harmful rumors.

Question 5 (Table XII) - This question seems to be a question about which there is a considerable amount of uncertainty -- though little misinformation. Given the wide variance of accurate information indicated by positive parents, it is likely that some of the difference in parent information has to do with differences in public information programs at the building level although there are other possible explanations. At any rate, this is a situation that may be worthy of some consideration and action.

Question 6 (Table XIII) - There are some differences between and among the pilot schools in regard to responses to this question. On the whole, however, parents seem to understand the school boards intention to evaluate the 45-15 program. Whether the high degree of inaccurate information and misinformation indicated by negative parents is in fact the result of inaccurate information or misinformation is a question of judgement. It is likely that some of the negative parents do not know what the school board intends to do in regard to evaluation. It is equally likely that some of the negative parents know what the school board intends to do but doubt that the school board will follow through. One negative respondent wrote, "The school board has never done or ever will do anything intensive."

Question 7 (Table XIV) - Almost half of the parents are misinformed or uninformed concerning the assignment of teachers. There are some variations between and among schools and as is typical the negative parents are less informed than are the positive parents. But even the positive parents seem to have a low degree of information concerning this matter.

Question 8 (Table XV) - Clearly, the parents are knowledgeable about this item of information and the fact that they are should not be surprising. What is interesting is that on even this matter there remain a few parents who seem to remain uninformed.

Question 9 (Table XVI) - There seems to be considerable misunderstanding about vacations. In part this apparent misunderstanding may be a reflection of the difficulty the investigator had in constructing a question that would

allow the parent to respond in a fashion that would accurately reflect understanding. It is likely that the 45-15 summer vacation schedule is sufficiently different from the traditional summer schedule and sufficiently complex that there would be no way to assess the parents' understanding of the facts of this situation short of personal interviews.

It seems safe to say, however, that summer vacation schedules continue to be a source of concern among all categories of parents in all schools.

Question 10 (Table XVII) - There seem to be few significant differences between and among schools in regard to specialized programs, although parents who are undecided about the 45-15 program are considerably more uncertain than are the positive parents and only slightly less uncertain than are the negative parents.

Question 11 (Table XVIII) - The school board's intention to keep family units on the same schedule seems to be generally understood by all parents and there is amazingly little misunderstanding.

Question 12 (Table XIX) - Differences between and among schools in regard to this question are probably insignificant. Whether there is a sufficient proportion of the population who have accurate information is a question for judgement by school officials.

Question 13 (Table XX) - It would appear that there is a considerable amount of uncertainty among all parents in all schools in regard to the duration of the pilot phase of the 45-15 program. Until the investigator is able to

analyze data related to parent attitude, it is impossible to determine whether this uncertainty has important policy implications but one would think it might.

Question 14 (Table XXI) - The question of the school board's understanding of the effects of the 45-15 program on school operating costs is a question which seems to create considerable confusion and indicates a great deal of misunderstanding. Indeed, there seems to be more misunderstanding concerning this question than any other single question except question 15.

Question 15 (Table XXII) - Parents seem to be quite confused concerning the possible educational usage of the 15 day vacation cycle. The investigator cannot explain why this confusion exists except that school public information releases seem to imply, or at least permit the possibility, that in the future there may be some enrichment programs.

## General Discussion

In general parent responses to the 45-15 questionnaire indicates that parents are well informed about the program. Apparently, parents in the Holland Elementary School are somewhat less informed than are the parents in the other three schools although the differences are not dramatic. In the June report considerable attention will be given to the relationship between attitudes and information. It is the investigators hope that this preliminary report will provide data which will be useful in the interim period.

Question 1: The 45-15 program will increase the enrollment capacity of schools.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 83.3 | 5.6 | 11.1 | 61.9 | 14.3 | 23.8 | 75.9 | 10.3 | 13.8 | 70.8 | 11.2 | 18.0 |
| (2) Lynnhaven | 76.5 | 0 | 23.5 | 81.8 | 12.1 | 6.1 | 56.0 | 8.0 | 36.0 | 72.0 | 8.0 | 20.0 |
| (3) Holland | 88.6 | 7.1 | 4.3 | 65.1 | 17.8 | 17.1 | 72.6 | 8.3 | 19.1 | 75.1 | 11.1 | 13.8 |
| (4) Plaza | 83.5 | 6.6 | 9.9 | 75.5 | 8.6 | 15.8 | 77.1 | 6.1 | 16.8 | 78.5 | 7.2 | 14.3 |
| (5) Windsor Woods | 90.7 | 3.1 | 6.2 | 72.5 | 10.7 | 16.8 | 75.0 | 7.9 | 17.1 | 78.8 | 7.4 | 13.7 |
| (6) Windsor Oaks | 89.6 | 4.3 | 6.1 | 76.6 | 8.5 | 14.9 | 83.2 | 4.3 | 12.4 | 83.5 | 5.5 | 11.0 |
| All Comparison Schools (1 & 2) | 80.0 | 2.9 | 17.1 | 70.7 | 13.3 | 16.0 | 66.7 | 9.3 | 24.1 | 71.3 | 9.8 | 18.9 |
| All Pilot Schools (3, 4, 5, & 6) | 88.3 | 5.2 | 6.5 | 72.3 | 11.5 | 16.2 | 77.3 | 6.6 | 16.2 | 79.1 | 7.8 | 13.1 |

TABLE VIII -- Per cent of Right, Wrong and Uncertain Responses By School.

Question 2: Parents will be permitted to select attendance cycle to which their children will be assigned.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 66.7 | 5.6 | 27.8 | 64.3 | 7.1 | 28.6 | 60.7 | 7.1 | 32.1 | 63.6 | 6.8 | 29.5 |
| (2) Lynnhaven | 58.8 | 11.8 | 29.4 | 78.8 | 3.0 | 18.2 | 68.0 | 8.0 | 24.0 | 70.7 | 6.7 | 22.7 |
| (3) Holland | 84.3 | 5.7 | 10.0 | 92.2 | 2.0 | 5.9 | 86.2 | 2.5 | 11.3 | 87.6 | 3.3 | 9.1 |
| (4) Plaza | 89.3 | 1.7 | 9.1 | 94.2 | 2.9 | 2.9 | 87.1 | 3.8 | 9.1 | 90.3 | 2.8 | 6.9 |
| (5) Windsor Woods | 91.5 | 4.6 | 3.8 | 94.6 | 2.0 | 3.4 | 82.8 | 0.7 | 16.6 | 89.5 | 2.3 | 8.1 |
| (6) Windsor Oaks | 88.4 | 5.5 | 6.1 | 92.9 | 0.7 | 6.4 | 89.2 | 2.7 | 8.1 | 90.0 | 3.1 | 6.9 |
| All Comparison Schools (1 & 2) | 62.9 | 8.6 | 28.6 | 70.7 | 5.3 | 24.0 | 64.2 | 7.5 | 28.3 | 66.9 | 6.7 | 26.4 |
| All Pilot Schools (3, 4, 5, & 6) | 88.3 | 4.5 | 7.2 | 93.5 | 1.9 | 4.6 | 86.5 | 2.4 | 11.1 | 89.3 | 2.9 | 7.8 |

TABLE IX -- Per cent of Right, Wrong and Uncertain Responses By School.

Question 3: Student participation in the 45-15 pilot program is voluntary.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 83.3 | 0 | 16.7 | 92.9 | 0 | 7.1 | 79.3 | 3.4 | 17.2 | 86.5 | 1.1 | 12.4 |
| (2) Lynnhaven | 88.2 | 0 | 11.8 | 84.8 | 6.1 | 9.1 | 80.0 | 4.0 | 16.0 | 84.0 | 4.0 | 12.0 |
| (3) Holland | 97.1 | 1.4 | 1.4 | 97.4 | 0.7 | 2.0 | 91.8 | 2.5 | 5.7 | 95.3 | 1.6 | 3.1 |
| (4) Plaza | 93.4 | 3.3 | 3.3 | 97.9 | 0 | 2.1 | 95.5 | 0 | 4.5 | 95.7 | 1.0 | 3.3 |
| (5) Windsor Woods | 93.0 | 3.1 | 3.9 | 98.7 | 1.3 | 0 | 93.3 | 1.3 | 5.3 | 15.1 | 1.9 | 3.0 |
| (6) Windsor Oaks | 97.6 | 0.6 | 1.8 | 98.6 | 0 | 1.4 | 95.1 | 0.5 | 4.3 | 96.9 | 0.4 | 2.7 |
| All Comparison Schools (1 & 2) | 85.7 | 0 | 14.3 | 89.3 | 2.7 | 8.0 | 79.6 | 3.7 | 16.7 | 85.4 | 2.4 | 12.2 |
| All Pilot Schools (3, 4, 5, & 6) | 95.5 | 2.0 | 2.5 | 98.1 | 0.5 | 1.4 | 93.9 | 1.1 | 5.0 | 95.8 | 1.2 | 3.0 |

TABLE X -- Per cent of Right, Wrong and Uncertain Responses By School.

Question 4: All of the pilot schools will have air conditioning.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 44.4 | 11.1 | 44.4 | 45.2 | 31.0 | 23.8 | 44.8 | 13.8 | 41.4 | 44.9 | 21.3 | 33.7 |
| (2) Lynnhaven | 52.9 | 11.8 | 35.3 | 48.5 | 21.2 | 30.3 | 44.0 | 12.0 | 44.0 | 48.0 | 16.0 | 36.0 |
| (3) Holland | 57.9 | 7.1 | 35.0 | 47.4 | 10.4 | 42.2 | 59.7 | 8.8 | 31.4 | 55.0 | 8.8 | 36.2 |
| (4) Plaza | 82.6 | 9.1 | 8.3 | 65.5 | 10.8 | 23.7 | 70.5 | 10.6 | 18.9 | 72.4 | 10.2 | 17.3 |
| (5) Windsor Woods | 83.8 | 4.6 | 11.5 | 76.4 | 6.1 | 17.6 | 75.7 | 4.6 | 19.7 | 78.4 | 5.1 | 16.5 |
| (6) Windsor Oaks | 70.1 | 6.1 | 23.8 | 53.2 | 12.8 | 34.0 | 62.4 | 7.5 | 30.1 | 62.3 | 8.6 | 29.1 |
| All Comparison Schools (1 & 2) | 48.6 | 11.4 | 40.0 | 46.7 | 26.7 | 26.7 | 44.4 | 13.0 | 42.6 | 46.3 | 18.9 | 34.8 |
| All Pilot Schools (3, 4, 5, & 6) | 73.0 | 6.7 | 20.4 | 60.5 | 10.0 | 29.6 | 66.6 | 7.8 | 25.6 | 66.6 | 8.2 | 25.3 |

TABLE XI -- Per cent of Right, Wrong and Uncertain Responses By School.

Question 5: A child who would be old enough to enter first grade under the traditional calendar will be permitted to enroll in the 45-15 pilot program.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 27.8 | 16.7 | 55.6 | 38.1 | 16.7 | 45.2 | 41.4 | 13.8 | 44.8 | 37.1 | 15.7 | 47.2 |
| (2) Lynnhaven | 35.3 | 11.8 | 52.9 | 51.5 | 6.1 | 42.4 | 40.0 | 16.0 | 44.0 | 44.0 | 10.7 | 45.3 |
| (3) Holland | 62.1 | 5.0 | 32.9 | 53.9 | 2.6 | 43.4 | 62.3 | 5.0 | 32.7 | 59.4 | 4.2 | 36.4 |
| (4) Plaza | 74.4 | 4.1 | 21.5 | 52.9 | 5.0 | 42.1 | 63.4 | 3.1 | 33.6 | 63.0 | 4.1 | 32.9 |
| (5) Windsor Woods | 78.9 | 0.8 | 20.3 | 65.3 | 2.7 | 32.0 | 66.4 | 5.3 | 28.3 | 69.8 | 3.0 | 27.2 |
| (6) Windsor Oaks | 68.9 | 2.4 | 28.7 | 58.2 | 6.4 | 35.5 | 62.7 | 2.7 | 34.6 | 63.5 | 3.7 | 32.9 |
| All Comparison Schools (1 & 2) | 31.4 | 14.3 | 54.3 | 44.0 | 12.0 | 44.0 | 40.7 | 14.8 | 44.4 | 40.2 | 13.4 | 46.3 |
| All Pilot Schools (3, 4, 5, & 6) | 70.7 | 3.1 | 26.2 | 57.6 | 4.1 | 38.3 | 63.6 | 4.0 | 32.4 | 63.9 | 3.7 | 32.4 |

TABLE XII -- Per cent of Right, Wrong and Uncertain Responses By School.

Question 6: The school board plans to engage in an intensive evaluation program before deciding whether to continue the 45-15 pilot program.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 72.2 | 0 | 27.8 | 54.8 | 16.7 | 28.6 | 72.4 | 3.4 | 24.1 | 64.0 | 9.0 | 27.0 |
| (2) Lynnhaven | 76.5 | 5.9 | 17.6 | 78.1 | 3.1 | 18.8 | 60.0 | 4.0 | 36.0 | 71.6 | 4.1 | 24.3 |
| (3) Holland | 80.0 | 5.0 | 15.0 | 54.2 | 14.4 | 31.4 | 71.1 | 3.1 | 25.8 | 68.1 | 7.5 | 24.3 |
| (4) Plaza | 84.3 | 0.8 | 14.9 | 55.8 | 15.2 | 29.0 | 71.0 | 5.3 | 23.7 | 69.7 | 7.4 | 22.8 |
| (5) Windsor Woods | 90.0 | 0.8 | 9.2 | 61.1 | 14.1 | 24.8 | 70.9 | 5.3 | 23.8 | 73.3 | 7.0 | 19.8 |
| (6) Windsor Oaks | 84.8 | 4.3 | 11.0 | 59.6 | 10.6 | 29.8 | 69.7 | 3.8 | 26.5 | 71.8 | 5.9 | 22.2 |
| All Comparison Schools (1 & 2) | 74.3 | 2.9 | 22.9 | 64.9 | 10.8 | 24.3 | 66.7 | 3.7 | 29.6 | 67.5 | 6.7 | 25.8 |
| All Pilot Schools (3, 4, 5, & 6) | 84.7 | 2.9 | 12.4 | 57.7 | 13.6 | 28.7 | 70.6 | 4.3 | 25.1 | 70.8 | 6.9 | 22.3 |

TABLE XIII-- Per cent of Right, Wrong and Uncertain Responses By School.

Question 7: The school board has given assurance that each child will have the same teacher or team of three teachers throughout the entire school year.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 50.0 | 11.1 | 38.9 | 26.2 | 21.4 | 52.4 | 31.0 | 17.2 | 51.7 | 32.6 | 18.0 | 49.4 |
| (2) Lynnhaven | 52.9 | 5.9 | 41.2 | 36.4 | 12.1 | 51.5 | 28.0 | 16.0 | 56.0 | 37.3 | 12.0 | 50.7 |
| (3) Holland | 52.5 | 12.9 | 34.5 | 42.1 | 13.8 | 44.1 | 51.9 | 13.3 | 34.8 | 48.8 | 13.4 | 37.9 |
| (4) Plaza | 68.3 | 8.3 | 23.3 | 46.8 | 12.9 | 40.3 | 51.9 | 9.9 | 38.2 | 55.1 | 10.5 | 34.4 |
| (5) Windsor Woods | 61.7 | 7.0 | 31.3 | 51.0 | 9.4 | 39.6 | 56.7 | 10.0 | 33.3 | 56.2 | 8.9 | 34.9 |
| (6) Windsor Oaks | 56.7 | 11.0 | 32.3 | 44.0 | 14.2 | 41.8 | 51.4 | 9.7 | 38.9 | 51.0 | 11.4 | 37.6 |
| All Comparison Schools (1 & 2) | 51.4 | 8.6 | 40.0 | 30.7 | 17.3 | 52.0 | 29.6 | 16.7 | 53.7 | 34.8 | 15.2 | 50.0 |
| All Pilot Schools (3, 4, 5, & 6) | 59.3 | 10.0 | 30.7 | 46.0 | 12.6 | 41.5 | 52.9 | 10.7 | 36.4 | 52.6 | 11.1 | 36.3 |

TABLE XIV -- Per cent of Right, Wrong and Uncertain Responses By School.

Question 8: Parents have been notified of the specific attendance groups to which their children will be assigned.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 50.0 | 5.6 | 44.4 | 31.0 | 16.7 | 52.4 | 44.8 | 13.8 | 41.4 | 39.3 | 13.5 | 47.2 |
| (2) Lynnhaven | 58.8 | 11.8 | 29.4 | 65.6 | 6.2 | 28.1 | 48.0 | 20.0 | 32.0 | 58.1 | 12.2 | 29.7 |
| (3) Holland | 95.0 | 2.1 | 2.9 | 89.0 | 8.4 | 2.6 | 94.9 | 2.5 | 2.5 | 92.9 | 4.4 | 2.7 |
| (4) Plaza | 97.5 | 0 | 2.5 | 94.3 | 3.6 | 2.1 | 93.9 | 3.1 | 3.1 | 95.2 | 2.3 | 2.6 |
| (5) Windsor Woods | 94.6 | 2.3 | 3.1 | 96.6 | 1.3 | 2.0 | 91.9 | 4.1 | 4.1 | 94.4 | 2.6 | 3.1 |
| (6) Windsor Oaks | 95.7 | 1.2 | 3.0 | 95.0 | 1.0 | 1.4 | 97.3 | 0.6 | 1.1 | 96.1 | 2.0 | 1.8 |
| All Comparison Schools (1 & 2) | 54.3 | 8.6 | 37.1 | 45.9 | 12.2 | 41.9 | 46.3 | 16.7 | 37.0 | 47.9 | 12.9 | 39.3 |
| All Pilot Schools (3, 4, 5, & 6) | 95.7 | 1.4 | 2.9 | 93.7 | 4.3 | 2.1 | 94.7 | 2.7 | 2.6 | 94.7 | 2.8 | 2.5 |

TABLE XV -- Per cent of Right, Wrong and Uncertain Responses By School.

Question 9: There will be no scheduled summer vacations in the 45-15 pilot schools.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 61.1 | 22.2 | 16.7 | 16.7 | 45.2 | 38.1 | 51.7 | 17.2 | 31.0 | 37.1 | 31.5 | 31.5 |
| (2) Lynnhaven | 64.7 | 17.6 | 17.6 | 66.7 | 21.2 | 12.1 | 48.0 | 28.0 | 24.0 | 60.0 | 22.7 | 17.3 |
| (3) Holland | 71.2 | 22.3 | 6.5 | 45.1 | 39.2 | 15.7 | 56.6 | 28.3 | 15.1 | 57.2 | 30.2 | 12.6 |
| (4) Plaza | 76.0 | 17.4 | 6.6 | 55.7 | 32.9 | 11.4 | 66.9 | 17.7 | 15.4 | 65.7 | 23.0 | 11.3 |
| (5) Windsor Woods | 77.7 | 15.4 | 6.9 | 65.1 | 23.5 | 11.4 | 66.7 | 20.7 | 12.7 | 69.5 | 20.0 | 10.5 |
| (6) Windsor Oaks | 73.8 | 18.3 | 7.9 | 57.6 | 34.5 | 7.9 | 65.4 | 18.1 | 16.5 | 66.0 | 22.9 | |
| All Comparison Schools (1 & 2) | 62.9 | 20.0 | 17.1 | 38.7 | 34.7 | 26.7 | 50.0 | 22.2 | 27.8 | 47.6 | 27.4 | 25.0 |
| All Pilot Schools (3, 4, 5, & 6) | 74.5 | 18.4 | 7.0 | 55.8 | 32.5 | 11.7 | 63.8 | 21.3 | 15.0 | 64.5 | 24.1 | 11.4 |

TABLE XVI-- Per cent of Right, Wrong and Uncertain Responses By School.

Question 10: All specialized programs and services currently available to all other elementary schools will also be available to the 45-15 pilot schools.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 50.0 | 11.1 | 38.9 | 50.0 | 7.1 | 42.9 | 69.0 | 3.4 | 27.6 | 56.2 | 6.7 | 37.1 |
| (2) Lynnhaven | 88.2 | 0 | 11.8 | 63.6 | 9.1 | 27.3 | 68.0 | 0 | 32.0 | 70.7 | 4.0 | 25.3 |
| (3) Holland | 76.4 | 3.6 | 20.0 | 50.3 | 7.8 | 41.8 | 65.8 | 0.6 | 33.5 | 63.9 | 4.0 | 32.2 |
| (4) Plaza | 86.0 | 0 | 14.0 | 51.1 | 13.7 | 35.3 | 64.9 | 2.3 | 32.8 | 66.5 | 5.6 | 27.9 |
| (5) Windsor Woods | 80.8 | 3.1 | 16.2 | 56.4 | 11.4 | 32.2 | 64.9 | 4.6 | 30.5 | 66.7 | 6.5 | 26.7 |
| (6) Windsor Oaks | 80.5 | 4.9 | 14.6 | 52.5 | 10.6 | 36.9 | 64.1 | 1.1 | 34.8 | 66.3 | 5.1 | 28.6 |
| All Comparison Schools (1 & 2) | 68.6 | 5.7 | 25.7 | 56.0 | 8.0 | 36.0 | 68.5 | 1.9 | 29.6 | 62.8 | 5.5 | 31.7 |
| All Pilot Schools (3, 4, 5, & 6) | 80.7 | 3.1 | 16.2 | 52.6 | 10.8 | 36.6 | 64.9 | 2.1 | 33.0 | 65.8 | 5.3 | 28.9 |

TABLE XVII-- Per cent of Right, Wrong and Uncertain Responses By School.

Question 11: The school board has indicated that it intends to insure that all elementary children from the same family will attend the same school on the same schedule.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 83.3 | 0 | 16.7 | 52.4 | 9.5 | 38.1 | 65.5 | 13.8 | 20.7 | 62.9 | 9.0 | 28.1 |
| (2) Lynnhaven | 82.4 | 5.9 | 11.8 | 72.7 | 9.1 | 18.2 | 72.0 | 4.0 | 24.0 | 74.7 | 6.7 | 18.7 |
| (3) Holland | 92.9 | 2.9 | 4.3 | 78.4 | 6.5 | 15.0 | 88.5 | 2.5 | 8.9 | 86.4 | 4.0 | 9.6 |
| (4) Plaza | 96.7 | 1.7 | 1.7 | 81.4 | 6.4 | 12.1 | 88.5 | 0.8 | 10.7 | 88.5 | 3.1 | 8.4 |
| (5) Windsor Woods | 94.6 | 2.3 | 3.1 | 86.6 | 5.4 | 8.1 | 84.1 | 4.0 | 11.9 | 88.1 | 4.0 | 7,9 |
| (6) Windsor Oaks | 92.7 | 2.4 | 4.9 | 86.5 | 6.4 | 7.1 | 88.2 | 4.3 | 7.5 | 89.2 | 4.3 | 6.5 |
| All Comparison Schools (1 & 2) | 82.9 | 2.9 | 14.3 | 61.3 | 9.3 | 29.3 | 68.5 | 9.3 | 22.2 | 68.3 | 7.9 | 23.8 |
| All Pilot Schools (3, 4, 5, & 6) | 94.1 | 2.3 | 3.6 | 83.2 | 6.2 | 10.6 | 87.4 | 3.0 | 9.6 | 88.1 | 3.9 | 8.1 |

TABLE XVIII-- Per cent of Right, Wrong and Uncertain Responses by School.

Question 12: The 45-15 plan has been tried in school systems other than Virginia Beach.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 72.2 | 5.6 | 22.2 | 50.0 | 4.8 | 45.2 | 58.6 | 10.3 | 31.0 | 57.3 | 6.7 | 36.0 |
| (2) Lynnhaven | 64.7 | 5.9 | 29.4 | 59.4 | 15.6 | 25.0 | 40.0 | 4.0 | 56.0 | 54.1 | 9.5 | 36.5 |
| (3) Holland | 73.6 | 3.6 | 22.9 | 60.5 | 11.2 | 28.3 | 72.0 | 5.7 | 22.3 | 68.6 | 6.9 | 24.5 |
| (4) Plaza | 77.7 | 5.0 | 17.4 | 69.8 | 6.5 | 23.7 | 71.8 | 8.4 | 19.8 | 72.9 | 6.6 | 20.5 |
| (5) Windsor Woods | 73.8 | 6.9 | 19.2 | 64.9 | 12.2 | 23.0 | 68.2 | 9.3 | 22.5 | 68.8 | 9.6 | 21.7 |
| (6) Windsor Oaks | 84.1 | 3.0 | 12.8 | 71.6 | 7.8 | 20.6 | 74.3 | 6.4 | 19.3 | 76.8 | 5.7 | 17.5 |
| All Comparison Schools (1 & 2) | 68.6 | 5.7 | 25.7 | 54.1 | 9.5 | 36.5 | 50.0 | 7.4 | 42.6 | 55.8 | 8.0 | 36.2 |
| All Pilot Schools (3, 4, 5, & 6) | 77.7 | 4.5 | 17,8 | 66.6 | 9.5 | 24.0 | 71.7 | 7.3 | 20.9 | 71.9 | 7.2 | 21.0 |

TABLE XIX -- Per cent of Right, Wrong and Uncertain Responses By School.

Question 13: The pilot phase of the 45-15 program will last five years.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 22.2 | 11.1 | 66.7 | 26.8 | 2.4 | 70.7 | 28.6 | 10.7 | 60.7 | 26.4 | 6.9 | 66.7 |
| (2) Lynnhaven | 47.1 | 0 | 52.9 | 37.5 | 12.5 | 50.0 | 16.0 | 0 | 84.0 | 32.4 | 5.4 | 62.2 |
| (3) Holland | 50.0 | 0.7 | 49.3 | 55.6 | 3.3 | 41.2 | 50.3 | 1.3 | 48.4 | 52.0 | 1.8 | 46.2 |
| (4) Plaza | 53.7 | 4.1 | 42.1 | 61.2 | 21.9 | 36.0 | 40.8 | 0 | 59.2 | 52.1 | 2.3 | 45.6 |
| (5) Windsor Woods | 63.3 | 1.6 | 35.2 | 63.5 | 0 | 36.5 | 47.0 | 3.3 | 49.7 | 57.6 | 1.6 | 40.7 |
| (6) Windsor Oaks | 58.5 | 4.9 | 36.6 | 56.7 | 2.1 | 41.1 | 53.5 | 2.1 | 44.4 | 56.1 | 3.0 | 40.9 |
| All Comparison Schools (1 & 2) | 34.3 | 5.7 | 60.0 | 31.5 | 6.8 | 61.6 | 22.6 | 5.7 | 71.7 | 29.2 | 6.2 | 64.6 |
| All Pilot Schools (3, 4, 5, & 6) | 56.4 | 2.9 | 40.7 | 59.2 | 2.1 | 38.7 | 48.5 | 1.8 | 49.8 | 54.5 | 2.2 | 43.3 |

TABLE XX -- Per cent of Right, Wrong and Uncertain Responses By School.

Question 14: The school board does know how the 45-15 program will affect school operating costs.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 33.3 | 22.2 | 44.4 | 29.3 | 19.5 | 51.2 | 34.5 | 17.2 | 48.3 | 31.8 | 19.3 | 48.9 |
| (2) Lynnhaven | 11.8 | 35.3 | 52.9 | 28.1 | 31.3 | 40.6 | 40.0 | 4.0 | 56.0 | 28.4 | 23.0 | 48.6 |
| (3) Holland | 34.5 | 29.5 | 36.0 | 33.6 | 23.7 | 42.8 | 32.3 | 25.2 | 42.6 | 33.4 | 26.0 | 40.6 |
| (4) Plaza | 31.9 | 30.3 | 37.8 | 32.4 | 30.9 | 36.7 | 26.5 | 21.2 | 52.3 | 30.3 | 27.4 | 42.3 |
| (5) Windsor Woods | 34.1 | 24.0 | 41.9 | 30.6 | 26.5 | 42.9 | 35.3 | 23.3 | 41.3 | 33.3 | 24.6 | 42.0 |
| (6) Windsor Oaks | 34.8 | 28.7 | 36.6 | 33.3 | 31.2 | 35.5 | 31.6 | 18.2 | 50.3 | 33.1 | 25.4 | 41.5 |
| All Comparison Schools (1 & 2) | 22.9 | 28.6 | 48.6 | 28.8 | 24.7 | 46.6 | 37.0 | 11.1 | 51.9 | 30.2 | 21.0 | 48.8 |
| All Pilot Schools (3, 4, 5, & 6) | 33.9 | 28.1 | 37.9 | 32.5 | 28.0 | 39.6 | 31.6 | 21.8 | 46.6 | 32.6 | 25.8 | 41.6 |

TABLE XXI-- Per cent of Right, Wrong and Uncertain Responses By School.

Question 15: Under the 45-15 program students will have the opportunity to return to school during the 15 day vacation cycle for make up or acceleration work.

| ATTITUDE | POSITIVE | | | NEGATIVE | | | UNCERTAIN | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN | RIGHT | WRONG | UNCERTAIN |
| (1) Brookwood | 11.1 | 16.7 | 72.2 | 29.3 | 4.9 | 65.9 | 24.1 | 6.9 | 69.0 | 23.9 | 8.0 | 68.2 |
| (2) Lynnhaven | 5.9 | 23.5 | 70.6 | 25.0 | 18.8 | 56.3 | 16.0 | 4.0 | 80.0 | 17.6 | 14.9 | 67.6 |
| (3) Holland | 25.2 | 22.3 | 52.5 | 32.2 | 11.2 | 56.6 | 23.6 | 19.7 | 56.7 | 27.0 | 17.6 | 55.4 |
| (4) Plaza | 26.4 | 20.7 | 52.9 | 32.6 | 11.6 | 55.8 | 20.5 | 17.4 | 62.1 | 26.6 | 16.4 | 57.0 |
| (5) Windsor Woods | 34.1 | 17.1 | 48.8 | 32.0 | 12.2 | 55.8 | 28.0 | 14.7 | 57.3 | 31.2 | 14.6 | 54.2 |
| (6) Windsor Oaks | 31.7 | 12.8 | 55.5 | 39.0 | 7.1 | 53.9 | 28.6 | 8.1 | 63.2 | 32.7 | 9.4 | 58.0 |
| All Comparison Schools (1 & 2) | 8.6 | 20.0 | 71.4 | 27.4 | 11.0 | 61.6 | 20.4 | 5.6 | 74.1 | 21.0 | 11.1 | 67.9 |
| All Pilot Schools (3, 4, 5, & 6) | 29.5 | 17.9 | 52.6 | 33.9 | 10.6 | 55.5 | 25.5 | 14.6 | 39.9 | 29.5 | 14.3 | 56.2 |

TABLE XXII-- Per cent of Right, Wrong and Uncertain Responses By School.